



Fair Start for Kids Act (FSKA)
Temporary Licensing Subcommittee of ELAC
Virtual Meeting Agenda

February 23, 2022 – 1:00pm to 4:00pm

Time	Activity
1:00-1:05	Welcome & Virtual Meeting Protocols
1:05-1:35	Introductions & Meeting Agenda Review
1:35-3:05	DCYF Licensing Checklist <u>GOAL/OUTCOME</u> : DCYF’s Licensing Division will provide an overview of the DCYF Licensing Checklist, including walking through example checklists with attendees, provide an opportunity for a Q&A and collect feedback.
3:05-3:15	BREAK
3:15-3:55	Early Learning Guidebook <u>GOAL/OUTCOME</u> : Members will review and have a discussion on the Early Learning Guidebook.
3:55-4:00	Closing Remarks/Adjourn

<u>2022 Meeting Dates</u>		<u>DCYF Staff</u>
March 16	July 27	Emily Morgan – Emily.Morgan@dcyf.wa.gov Deanna Stewart – Deanna.Stewart@dcyf.wa.gov For general inquiries and questions regarding reimbursements, please email dcyf.communityengagement@dcyf.wa.gov
April 13	August 17	
May 4	September 7	
May 25	September 28	
June 15	October 19	
July 6	November 9	



PURPOSE		ESSENTIAL RACIAL EQUITY QUESTIONS	
<p>To provide feedback and recommendations on improvement to the statewide licensing process. The subcommittee shall:</p> <ul style="list-style-type: none"> ▪ Examine strategies to increase the number of licensed child care providers in the state, including meeting with prospective licensees to explain the licensure requirements and inspect and provide feedback on the physical space that is contemplated for licensure; ▪ Develop model policies for licensed child care providers to implement licensing standards including, but not limited to, completing the child care and early learning licensing guidebook, to be made available to support providers with compliance; and ▪ Develop recommendations regarding incentives and financial supports to help prospective providers navigate the licensing process. 		<ul style="list-style-type: none"> ▪ Is this policy, decision or practice good for kids, families and early learning educators of color? ▪ Do some kids, families and early learning educators benefit more or less than others? ▪ Do kids, families and early learning educators of color have access, and if not, why? ▪ What data and information is missing? ▪ Are there any unintended consequences? 	
COMMUNITY AGREEMENTS			
<p>ELAC is dedicated to ensuring a safe environment where quality deliberations take place by allowing every individual the opportunity to be heard without censorship or judgement. All input and questions are encouraged and welcomed. ELAC is committed to listening to the voices of those gathered to work together to provide whole child outcomes for the families of Washington State. We are responsible for each other's learning. In order to support this process, all participants must agree to be:</p>			
<ul style="list-style-type: none"> ▪ Present ▪ Brave ▪ Respectful ▪ Forward Thinking ▪ Committed to the WHY? the WHAT? And the HOW? 	<ul style="list-style-type: none"> ▪ Truthful ▪ An Active Listener ▪ Open ▪ A Communication Conduit to Various Communities 	<ul style="list-style-type: none"> ▪ Engaged ▪ Comfortable with Messy Conversations ▪ An Advocate for and Agent of Change ▪ Solution Focused 	